

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
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March 15, 2000 LB 1226, 1399

ASSISTANT CLERK: Senator Tyson would move to amend the committee amendments with FA326. (Legislative Journal page 1092.)

SENATOR CUDABACK: Senator Tyson, you're recognized to open on your amendment.

SENATOR TYSON: Thank you, Mr. President. Members of the body, I spoke on Senator Thompson's amendment and then I voted for it. My amendment would negate that vote in that it takes and strikes...I've moved to strike Sections 7 through 14, which is a modified version of Senator Thompson's LB 1226. I mentioned, when I spoke on Senator Thompson's bill, that I had thought maybe since it was limiting LB 1399 to, or at least the committee amendments to LB 1399, that I might just pull this amendment because we're not talking about a great sum of money or a great number of people. And then I began thinking that maybe that is an impediment. Forty people a year for ten years would be 400 people, and there's about 18,800 teachers in those schools that are designated K-12s. So 40 a year would be two-tenths, slightly more than two-tenths of 1 percent of all the teachers. After ten years we would be dealing with 2.1 percent of all the teachers, and we haven't really done anything about the central question which is, how do we pay our teachers? As a matter of fact, if you look, and I do appreciate Senator Bohlke giving me this issue of The Bulletin. It has a very nice article about seven pages, as a matter of fact, on this subject. And it's very interesting. The problem though is that the school boards throughout the state of Nebraska are still going to have to figure out (a) how much money do they have; (b) how much money can they pay the teachers; (c) how do you recognize merit. And I mentioned that earlier because that merit, that ability to pass the spark on is, I think, central to the question that faces us and will continue to face us every year, how do you recognize and reward a good teacher and discourage the poor teacher or the mediocre teacher to either get better or leave? And I ask you these questions because they really are questions. I don't have the answer, I don't know how you do that. I don't think that this is the way to do it, this is the way to reward a few people, two-tenths of a percent a year. It's a long time before we get around to everybody on